



PUBLIC EDUCATION BULLETIN

PUBLISHED MONTHLY BY THE DEPARTMENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF PENNSYLVANIA, AT HARRISBURG, FOR INFORMATION OF BOARDS OF SCHOOL DIRECTORS, ADMINISTRATIVE OFFICERS OF THE PUBLIC SCHOOLS AND OF STATE INSTITUTIONS OF HIGHER LEARNING, AND INTERESTED CITIZENS, IN ACCORDANCE WITH SECTION 2904D OF THE SCHOOL LAWS.

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Juvenile Crime Study For Pennsylvania

Following his attendance at a White House Conference called on May 18 to formulate a national program of "social education in crime as a community problem," Dr. James N. Rule, Superintendent of Public Instruction, made active preparations for the launching of a war against juvenile crime in Pennsylvania. This is a movement to be conducted by the Department of Public Instruction in cooperation with Dr. J. Evans Scheehle and staff members of the State Department of Welfare. The Pennsylvania study has the endorsement of Major Lynn G. Adams, Superintendent of State Police.

At the White House Conference Dr. Rule represented the National Council of State Superintendents of Public Instruction and Commissioners of Education. The meeting was attended by a limited number of educators, psychologists, criminologists, social workers, and representatives of a score or more of organizations interested in social education in order that a national program of crime education might be launched.

The Pennsylvania cooperative juvenile delinquency study campaign will start this summer in the state-owned institutions for juvenile delinquents at Huntingdon and Morganza. The basic reasons why boys and girls are sent to such institutions will be studied by specialists to determine and classify local causes for delinquency.

Results will provide information for use of the Departments of Welfare and Public Instruction and other agencies for a statewide drive on crime prevention among youth. The project will be particularly valuable to school teachers because of new opportunities to discover problem cases and apply preventive measures in time.

The expected outcome of the cooperative study will be a cutting down of the "intake" at state-owned or state-aided correctional schools, according to Dr. Rule.

"Some critics blame the schools for prevalence of juvenile crime," he said. "Many citizens are unaware of the great forward steps in character and special education made in recent years in Pennsylvania public schools. Had it not been for these efforts I venture to say the number in State correctional schools today would be much larger than the present one-tenth of one per cent of the total school population. Critics also are likely to forget that the school has

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UNEMPLOYED YOUTH

Doctor Mark May of Yale University, at a recent meeting of the State Home Economics Association, called attention to the fact that there has been a serious break in the cycle which has characterized American life since the inception of our democracy. This cycle he said was—

1. Children go to school;
2. They grow up and get a job;
3. They marry and have children;
4. Their children go to school and continue the cycle.

The serious economic and social problems which we have faced, have brought about wide-spread unemployment. There are at least 300,000 young people in Pennsylvania who would like to put their energy to work in constructive lines. Since they cannot go to work, many of them would like to engage themselves profitably in studying along lines which will aid them at the time work opportunities may be open. Others of them crave opportunities to express themselves through worthwhile recreation.

To carry out such a program there will be needed in Pennsylvania hundreds of community centers around which local guidance and adjustment programs may be developed.

During the past winter through the Emergency Education programs, approximately 100,000 young men and women between the ages of 16 and 25 have studied or participated in worthwhile activities. There is already planned for this summer a small camp to be conducted through funds granted by the Work Division of the State Emergency Relief Board, a resident camp school for girls to be located at Arcola. Such a camp school conducted last year proved of tremendous worth to the girls who could attend.

Throughout the Commonwealth, many other communities are planning some sort of program both in connection with the Emergency Education projects approved by the Works Division of the State Emergency Relief Board, and through local agencies. All of these are being tied up into a great project intended to aid youth.

The proposal which has been developed by a committee at Washington and announced by the United States Commissioner of Education, includes offering the youth of the country a definite program of educational and recreational opportunity tied up through an adjustment center, with part-time employment in all sorts of governmental agencies. It is intended that youth

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Educational Research Plans Projected

A cooperative program of educational research in which advanced students in the university graduate schools of education in Pennsylvania will contribute valuable aids to a constructive program of education to meet changing needs, was made possible through a conference with deans of the various schools of education, held recently with representatives of the Department of Public Instruction.

A plan for coordinating research activities carried on in the schools of education was suggested by the deans, and a Research Committee was duly appointed by Dr. James N. Rule, Superintendent of Public Instruction, at whose call the conference was held.

The activity is identified with the Commission for the Study of Educational Problems in Pennsylvania. The committee is to receive suggestions and select topics for educational research that can be assigned to candidates for the master and doctorate degrees at the various graduate schools.

It was agreed that all such research assignments would be entirely independent of research programs already established at the schools. Projects suggested by the committee are to be conducted in addition to the individual research plans of each institution. Efforts will be made to select topics that will cover the so-called "unoccupied areas" in the field of education, projects on which little information is available but held to be desirable with the changing times.

COMMITTEE PERSONNEL

Personnel of the Commission Research Committee to date includes the five school of education deans: Charles E. Prall, University of Pittsburgh; Will Grant Chambers, the Pennsylvania State College; Raymond V. Kirk, Duquesne University; J. H. Minnick, University of Pennsylvania; and George E. Walk, Temple University. Also Superintendent Rule, Dorr E. Crosley, William H. Bristow, Henry Klonower, and J. Y. Shambach, of the Department of Public Instruction, and George Gould, Associate Professor of Education, University of Pittsburgh. Mr. Klonower is executive secretary and Mr. Shambach statistical secretary of the committee.

THREE-POINT PLAN

As described by Dr. Rule, the committee prepared a three-point plan for direction of major lines of inquiry to be followed in

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UNEMPLOYED YOUTH

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will have a large share in planning, promoting, and developing these projects.

The very nature of our development in Pennsylvania requires that any plan now being developed or to be developed in the future, shall be on a community basis. Those who are interested in youth and interested in the future, can serve the Commonwealth no better at this time than in aiding to promote local projects and local developments intended to aid youth in the solution of their own problems.

We can no longer fail to recognize the grave situation which confronts many youth in Pennsylvania. It is not so much that difficulties will arise because of this unemployment. The most serious arrangement in the present situation is that through enforced idleness and because of lack of planning, the youth of this Commonwealth will lose their drive, and thereby dissipate one of the most important assets of the Commonwealth.

JAMES N. RULE

THE STUDEBAKER PLAN

Thousands of local youth guidance and adjustment centers throughout the country would be set up through a plan presented recently to Secretary Ickes by Commissioner of Education John W. Studebaker. He recommended that it be put in operation promptly as a part of the work relief program.

Briefly, the plan calls for an adaptation of the present college-student aid plan and the C. C. C. program. It is expected to keep at least 2,000,000 unemployed young people engaged forty-two hours a week. This might be forty-two hours of work, education and recreation combined, or it might be education alone. It assumes that the chief purpose of the American youth problem must

be solved largely through communities in which the young people live.

Guidance and adjustment centers would investigate needs and conditions, counsel with young people and approve suitable plans requiring at least forty-two hours per week in education, recreation and part-time employment.

Offerings to youth include:

1. A wide variety of educational opportunities in many types of institutions and organizations.

2. Recreation as varied and wholesome as possible.

3. Part-time employment as internes or helpers with public and quasi-public officials; assistants in public schools, public libraries, hospitals, museums, charitable and correctional institutions; making surveys of needs and facilities in the field of youth; investigating possibilities of youth placement on farms; helpers in public health programs; maintenance and operation of the youth program, including clerical, manual, educational, and recreational jobs.

In all cases the part-time employment would be integrated with the program so that the employment in itself becomes an essential part of the young person's education.

Finally, wages for work or scholarship grants would be determined for each youth by the amount needed for him to participate in the program recommended for him by the guidance center. However, the maximum amount to be paid to any individual would be \$20 per month.

Juvenile Crime Study

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the child less than one-fourth of his time, only five days a week for 8 or 9 months a year.

"We have planned for several years to conduct such a study. It comes to a head largely as the result of a Department staff meeting last March addressed by John R. Cranor, General Superintendent of the Pennsylvania Industrial School at Huntingdon. He called for a trained, inspired personality behind each teacher's desk in Pennsylvania and that is our aim.

"Most failures in school are because boys and girls cannot have opportunity to do what they can do best. It takes a well-trained teacher to diagnose a problem case properly, and a well-organized and operated school district to provide the special opportunities for such boys and girls. If the child cannot be adjusted to the program of studies, the program must be adjusted to the child. Crime records show that the longer a boy can be kept in school the less apt he is to become a criminal."

In endorsing the proposed study Dr. Scheehle expressed the hope that findings would indicate definite opportunities for public schools to develop programs to prevent juvenile delinquency.

"The schools are doing a remarkable piece of work in this field already," Dr. Scheehle said, "and are contributing far more than is generally known in the daily struggle with these juvenile problems. We are only too glad to open our records for an intensive study of this sort. This program will play an important part in eradicating 'crime spots' on Pennsylvania's map, from which come a large portion of our young offenders."

The survey plan was worked out in a recent conference of Public Instruction and Welfare Department representatives called by Superintendent Rule.

Education Calendar

1935	
May	
30—Memorial Day.	
June	
14—Flag Day.	
17-21—School of Family Relations, Dickinson College, Carlisle.	
26-28—Annual Vocational Conference, State College.	
28—Rural Day Conference, State Teachers College, Indiana.	
30—July 5—N.E.A. Annual Convention, Denver, Colorado.	
July	
5—Secondary Education Conference, State Teachers College, Indiana.	
12—Elementary Education Conference, State Teachers College, Indiana.	
30-31, Aug. 1—Pennsylvania State College Superintendents' Conference, State College.	
September	
27-28—Special Education Conference, Harrisburg.	
October	
9-10—Annual Education Congress, Harrisburg.	

The survey will start with a study of more than 1200 case records at Huntingdon. Each inmate's life history, environment, schooling, and attitude in school will be recorded. Then an effort will be made to determine how school could have been of more value to the individual.

Home Economics Association

Under the central theme, "Home Economics Educates for the New Citizenship," the Pennsylvania Home Economics Association held its annual meeting in Harrisburg on May 3 and 4 with 350 in attendance. The theme was developed to show the relation of home economics education to the field of homemaking, leisure activities, and wage-earning opportunities for girls and women.

One of the outstanding contributions was the talk of Dr. Mark A. May, executive secretary of the Institute of Human Relations, Yale University. He discussed the youth problem, declaring "nothing short of a drastic reorganization of our entire economic system will ever solve this youth problem in a fundamental way," and that "Government aid in one way or another may be a helpful stop-gap, but a more basic solution must be found. The solution does not lie in schools as they are now organized, as there is room in professions and trade for less than half of those who graduate yearly."

Others who contributed to the interesting programs included Dr. Lemo Dennis Rockwood, representing the American Home Economics Association; Mrs. Steward Mudd, Marriage Council, Philadelphia; Ernestine Becker, Johns Hopkins University; Dr. G. D. Whitney, University of Pittsburgh; and various staff members of the Department of Public Instruction. There was a session for high school and college home economics clubs addressed by Helen Goodspeed on the foundations of personality building.

Public School Efficiency Shows Advancement

That the efficiency of Pennsylvania schools has been steadily improving, both in the elementary and secondary school grades, is indicated in age grade studies covering the past ten years, conducted by the Department of Public Instruction.

Educators have long recognized that whenever feasible pupils of the same age should be permitted to work together.

For a number of years in some districts, children who did unsatisfactory work in one or two subjects were required to repeat the work of the entire grade in all subjects. The removal of this and other artificial barriers, and the promotion of children on the basis of achievement tests have had a tendency to improve conditions. In some instances, better attendance has had a marked effect upon pupil progress.

One of the outstanding facts indicated by the Department study is the decrease in enrollment in the lower grades and the increase in enrollment in the higher grades. Along with this has gone a decrease in the number of pupils over-age for their grade.

The decline in percentage of over-age pupils, particularly in grades one to four, has been especially marked. The over-age condition is now most prevalent in grades 7 and 8. During the years 1932-34, the percent of pupils over-age in grades 7 and 8 was lower for secondary schools than for elementary schools. This indicates that where grades 7 and 8 are included as part of the junior high schools the program is functioning much more efficiently. As a matter of fact, grades 7 and 8 for 1934 had the highest percent of over-age pupils in elementary schools.

Another indication of the efficiency is shown in the grade placement of pupils who are 13 years old. At the age of 13 practically all boys and girls physically able and not enrolled in other schools are in the public schools. None has left school with an employment permit. The grade placement of this group is worthy of study. The percent of pupils 13 years of age who are over-age for their grade has been decreased during the years 1924 to 1934. This decrease in over-ageness has been due largely to the increase in the number of school districts offering junior high school work or its equivalent. Districts that have organized junior high schools have become aware of the desirability of placing pupils who are 13 years of age in such a school so that they may have the benefit of a diversified program containing a number of exploratory courses, and so may associate in their school work with other pupils of their own age group.

Loan and Grant Applications

Boards of school directors have been advised that under the new program applications may be filed once more with the State Office of the Public Works Administration for non-Federal public works projects. Applications for loans and grants on the seventy-thirty per cent basis, or for either loans or grants, made out on the present type of application forms, should be sent to Major William H. Gravell, State Capitol Temporary Building No. 3, Harrisburg. Applications are made with the understanding that they are made subject to change in present PWA rules and regulations, such changes to be announced soon.

State Council Formulating Future Teacher Preparation Policy

At an open meeting called by the State Council of Education in the Forum of the Education Building on May 3, the State's program and policy for the preparation and certification of teachers was discussed. Suggestions from the more than one hundred school administrators, and representatives of teachers' organizations, liberal arts and state teachers colleges were received by the council and held for consideration at later meetings of the State Council when possible changes in requirements for teacher certification to meet changing needs will be reviewed.

The chief topic discussed was the advisability of prescribing four-year pre-service preparation for all teachers entering the service in the future, or requiring all NEW candidates for teaching certificates to have a college degree. More than one-third, or 21,500 Pennsylvania teachers now in service, are college graduates.

The five-year program of secondary school teacher preparation that has been introduced at the University of Pennsylvania was described by Dr. John H. Minnick, dean of the school of education. The four-year program of preparation of teachers for the elementary field was described by Dr. Robert M. Steele, president of the State Teachers College at California. Under existing regulations temporary teaching certificates are granted for elementary teachers after two years of approved preparation and renewable every two years on evidence of self-advancement of the individual until a college degree is earned, when a permanent certificate is granted.

Other questions being considered by the Council include possible change of qualifications for permanent teaching certificates on the basis of renewal on recommendation of the local superintendents and evidence of professional growth in terms of travel, study, or contribution to educational literature; requirement of a master's degree for superintendents; additional preparation for school nurses, home and school visitors and others the same as teachers; and possible changes in the present method of rating teachers to qualify for permanent certificates.

Health Examinations

Health examination by a physician for every child who will enter school for the first time next September is recommended by Superintendent Rule under a plan that has been endorsed by the State Department of Health, the Pennsylvania Congress of Parents and Teachers, the Department of Public Instruction, and the State Emergency Child Health Committee. The plan recommends steps for organization of health examinations which would include vaccination, immunization, and the correction of remedial physical defects.

Examinations are recommended on the same plan as was followed successfully last year. This includes examination by the family physician where possible; by group examinations held in connection with the summer round-up program developed by the parent-teacher associations; by local health agencies; or by examinations conducted under the auspices of the County Emergency Health Committee. Follow-ups for the correction of physical defects should be shared by the school nurse, principals, teachers, parents, health agencies, or by other organizations in the community.

Needs of Bright Pupils Present Problem

Although the desirability of making special provision for dull pupils in school has long been recognized, it is only in recent years that comprehensive programs have been organized to meet the needs of exceptionally bright pupils.

Experience has shown that many bright pupils fail after leaving the secondary school because they were not compelled to put forth their best efforts in order to maintain a fair standing. When they reached higher institutions of learning, these students have been particularly handicapped because they have not acquired the work habits necessary for success. They have not mastered effective study techniques and they have not become proficient in the use of their mother tongue.

This problem was emphasized by the study of the relation of secondary and higher education in Pennsylvania which began in 1928. Tests administered to pupils throughout the State indicated that there were many bright pupils who were wasting their time because the courses of study and the type of work had not been adapted to their needs.

As part of this study, special programs were organized in a number of cooperating schools in the State. These programs emphasized preparation for college entrance. Pupils with outstanding ability who expected to go to college were classified in a special group. Emphasis was placed on freeing the students from the restrictions of the traditional college entrance regulations. This plan met with favorable reception in the cooperating schools and the colleges. It has been carried further through the study which is now being conducted by the Progressive Education Association.

These programs have pointed the way for other schools to follow. In addition to using the special curricula developed in connection with the Pennsylvania Study, and the experimental work of the Progressive Education Association, many schools are using directed correspondence study and other methods to broaden the program for their outstanding pupils.

Motion Picture Appreciation

Forty-five Pennsylvania secondary schools have completed a demonstration of the study of motion picture appreciation which has been carried on during the past semester through the cooperation of the Department of Public Instruction and the National Committee for the Teaching of Motion Picture Appreciation, under the direction of Doctor Edgar Dale of Ohio State University. The study was brought to a close with a series of conferences with participating teachers held in various centers throughout the State.

The reports submitted by teachers in the cooperating schools will be combined into a summary report for the State. Information contained in the report will be made available to the various schools. It is hoped that as a result of this demonstration the cooperating schools will carry on the work on their own initiative, and that other schools will introduce courses on motion picture appreciation.

In this connection the Department of Public Instruction will issue in the near future a bulletin entitled "Motion Picture Appreciation."

Governor Earle Signs First Bills Relating to Education

Governor Earle, by May 16 had signed a number of House and Senate bills relating to education, including the public school deficiency appropriation (H. B. 1594). It was signed May 9 as Act 13-A, carrying the following items:

Salaries of County Supts	\$44,150
Salaries Asst. Co. Supts.	46,850
Transportation of children	380,000
Vocational Education	205,000
School subsidies	4,306,000

Total \$4,982,000

Signing of this bill by the Governor gave assurance to school directors of every district that the fourth-quarter state-aid payments for the current biennium eventually would have the cut of approximately 30 per cent restored. The reduction was made necessary on February, March, and April payments because sufficient funds were not appropriated by the 1933 session to meet state-aid obligations under existing laws. The State Treasurer has announced that checks for salaries of county and assistant county superintendents would be ready for mailing on June 3. Payment of other items must await availability of funds in the treasury.

Another bill signed by Governor Earle was (S. B. 141 Mr. Huffman) which became Act 52 on May 1. It authorizes abatement of certain tax penalties and interest on county, city, borough, town, township, school district and poor district taxes, except school districts of the first class. On May 8 Senator Howell introduced a bill (S. B. 1296) to amend this Act by providing that where any tax for the year 1935 became delinquent prior to the effective date of the Act, or becomes delinquent at any time within thirty days after the effective date of the Act, such tax and any penalties due thereon shall be paid at any time on or before August 1, 1935 in order to receive the benefits of this Act. The bill passed the Senate May 15 and in the House was referred to the Committee on Municipal Corporations.

Other bills relating to schools which became laws through signing by the Governor include:

Act 35, (H. B. 678) signed April 25, abolishing imprisonment as a penalty for failure to pay taxes.

Act 39, (S. B. 561) signed April 26, is to promote uniformity in the assessment and taxation of properties and persons within the territorial limits of cities of the second class A by providing that city and school taxes within such territorial limits shall be assessed, levied and collected upon the basis of the assessments for taxation for county purposes, abolishing the department of assessors in cities of the second class A, and making uniform the time for levy and collection of said taxes.

Act 75, (S. B. 616) signed May 16, provides for the abatement under certain circumstances of tax penalties and interest and the allowing of discounts on certain city taxes in cities of the first class and on certain school taxes in school districts of the first class.

Other acts include (S. B. 148) authority for school districts to lease or rent office or warehousing space for use by emergency relief boards; (H. B. 284), granting power to school districts to redeem unmatured bonds and obligations by a new issue of

bonds at a lesser rate of interest; (H. B. 552), authorizing the insurance of deposits of funds of political subdivisions with the Federal Deposit Insurance Corporation or other similar agency and prohibiting requiring further security; and several acts relating to professional licensing.

The general appropriation bill and the emergency school aid bill were still in committee as the Legislature started for the week of May 20. The income tax bill passed finally in the House May 1 and passed first reading in the Senate May 7.

A series of new bills offered early in May by Senator Ziesenhein would provide for the State paying minimum salaries of all elementary teachers and supervisors, and an additional part of salaries of teachers and supervisors in junior high schools, subject to reduction of real estate taxes by school districts.

Educational Research Plans

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the assignment and execution of research work in needed fields, as follows:

1. Types of educational service that ought to be developed for public schools and offered at public expense.
2. The kind of educational organization that should be set up to provide the necessary leadership to administer these educational services effectively and economically.
3. Financing equitably the costs incident to carrying out the function of the desirable school organization.

"If education faces radical changes because of the changing social and economic conditions," he said, "we must have basic research programs to establish sound foundations upon which lasting and fruitful programs of public education may be developed. This cooperative program will assist in crystallizing certain materials to serve as the foundation of constructive programs in the development of a more helpful program of education in Pennsylvania."

The wealth of information gathered each year by the Department of Public Instruction is to be made available to university research workers. The schools of education are to file copies of research results with the Department for classification and distribution where they will best serve the function of the responsible persons.

SUGGESTIONS OFFERED

Several hundred initial study suggestions were presented in the fields of school administration and finance, the curriculum, the teacher, and administrative and supervisory officers. These included a series of twenty-five school administration and finance problems which are being discussed by the Pennsylvania Economic Council, some of which had been studied by graduate school candidates for advanced degrees, but with results not readily available.

Other topics include the most efficient unit of school organization and administration; standards for measuring the efficiency of public schools and for developing the school budget; the location, size, construction and financing of school building projects; transportation and tuition problems; justifiable revisions of present statutes governing State and local support; the special type teacher; salaries of teachers in Pennsylvania; the status of the rural teacher; development and present status of extension and correspondence courses in Pennsylvania for the preparation of teachers; needed developments for a State program of curriculum reorganization; and extension education activities.

Vocational Conference at State College June 26-28

The annual Vocational Conference will be held at the Pennsylvania State College on June 26, 27 and 28. The conference this year will be centered on the theme: "Efficiency in Vocational Education." Registration starts Wednesday morning, June 26, and sectional meetings will be held that afternoon, followed by a recreational program in the evening under the direction of the Pennsylvania Vocational Association.

Sectional meetings will be held Thursday morning and a general meeting is scheduled for the afternoon. In the evening there will be a joint meeting with the P. V. A. Sessions close Friday morning with sectional meetings followed by a general meeting.

Sectional meetings in Home Economics will be developed around the theme "Home Economics in Relation to Home Morale." Programs are planned on "Home Economics programs that make more attractive home and school buildings," "Home Economics programs that develop good buying practices," and "Home Economics programs that grow out of the needs of the home, school and community life."

The Agricultural conference will begin with an inspection of potato experiments at Professor Nixon's farm and will also include discussion of the following topics: "Potato disease and control," "The Place of the Agricultural Teacher in the State Agricultural Program," Program of the Agricultural Adjustment Administration," "Financing the Future Farmer," "The Program of the local F. F. A. Chapter."

The Industrial Education and Industrial Arts meetings will include the following program: "Adjustment of Trade and Industrial Education Programs to Meet the Changing Needs of Pupils in School—The All-day School Problem," "Adjustment of Industrial Arts Education Programs to Meet Changing Needs of Pupils in School," "Public School Function in Adult Training and Placement," "Adjustment of Youth and Industrial Training and Education."

Staff Member Honored

The American Physical Education Association celebrated its golden anniversary at the national convention held in Pittsburgh, April 24-27. Approximately 2200 members were in attendance.

A change in the constitution of the association permitted for the first time the election of a president-elect. William G. Moorhead, chief, division of health and physical education, Department of Public Instruction, was elected to this position and will serve as president of the association during the year 1936-37. Mr. Moorhead has been a member of the executive committee of the association for a number of years and was awarded a fellowship for outstanding work in health and physical education during the 1934 convention held in Cleveland.

More than 300 members of the Pennsylvania State Physical Education Association held a dinner meeting at the Fort Pitt Hotel, Friday evening, April 26. At that time Strong Hinman, president of the national association, presented Mr. Moorhead with a life membership in the national association, together with a gold watch, the gifts of the teachers of physical education of Pennsylvania. Mr. Moorhead has the distinction of holding the first life membership in the national association.